Course Description: This course provides an introduction to the history of the United States from Reconstruction to the present. In just sixteen weeks we cannot hope to cover everything of importance that happened in this country in the last 145 years. Instead we will focus on some main themes, critical concepts, and important writing and thinking skills. We will focus especially on the changing meanings of American freedom. In the past 145 years, the definition of freedom has changed over time and freedom has often meant different things to different people. We will explore the developments of American economy, politics and society to understand the shifting perceptions of American freedom. We will pay particular attention to the experience of the ordinary American people who struggled to define and defend their freedom as they understood it.

Student Learning Outcomes: 1) To demonstrate an understanding of the history of the United States since 1865, including its major concepts, themes, methods and theoretical approaches by producing short reflection papers, topic papers, and essay exams. 2) To demonstrate an understanding of how historical sources are used, how historians utilize historiography to build scholarship, and to interpret the past by reading, writing and commenting in class. 3) To identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion. 4) To apply the skills and knowledge learned in the course by successfully completing essay exams, and other papers as assigned.

Required Textbooks: All of the books are available for purchase at the University bookstore or through the Internet. Several copies of Created Equal are also on reserve at the library.

- Anne Moody, Coming of Age in Mississippi
Graded Activity: Please mark your calendar and follow the schedule responsibly:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Graded Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>9/6</td>
<td>Essay Outlining Practice (take-home)</td>
<td>5%</td>
</tr>
<tr>
<td>9/20</td>
<td>Exam I (in-class)</td>
<td>10%</td>
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<tr>
<td>10/13</td>
<td>Take-home essay 1 (on Part 1&amp;2 of Moody’s book)</td>
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<tr>
<td>10/25</td>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>11/22</td>
<td>Take-home essay 2 (on Part 3 &amp;4 of Moody’s book)</td>
<td>20%</td>
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<tr>
<td>12/06</td>
<td>Exam 3</td>
<td>15%</td>
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<tr>
<td>T and TR</td>
<td>Attendance and Participation (measured by quizzes)</td>
<td>10%</td>
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<tr>
<td>T and TR</td>
<td>Seminar Attendance</td>
<td>10%</td>
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A = 90-100; B = 80-89; C= 70-79; D = 60-69; F = 0-59

The Essay Outlining Practice asks you to write a detailed outline for a single well-argued essay on a historical topic. Detailed instructions will be provided separately.

Three Exams will be given in class through the semester. Each exam consist of a image analysis question, a primary source analysis question, and a broad, synthetic essay question. You are required to use blue books for these exams. All of the assigned readings, handouts, lecture presentations, movies shown in class, and class discussions will be covered in those exams.

Make-up exams will be offered to students who inform me BEFORE test time of an excused absence. The makeup exams will be only offered on December 6 and will not offer optional questions.

Two Take-Home Essays will be given through the semester. The first essay is on Part One and Part Two of Ann Moody’s Coming of Age in Mississippi. The second essay is on Part three and Part Four of that book. No late papers will be accepted! You are required to submit both hard copies and electronic copies. The electronic copies should be sent via Blackboard. Detailed instructions will be provided separately.

Attendance and Participation are required and measured by in-class quizzes. Quizzes are based on assigned course readings, lectures, handouts, films shown in class, and group discussions. NO MAKE-UP QUIZZES WILL BE ALLOWED!

Seminar Attendance: Your seminar instructor will determine this part of your grade.
Class Policies: Follow basic University policies as outlined in your Student Handbook and Code of Conduct.

Attendance and Participation: You are required to attend class regularly and participate in class discussions and other activities. Pop quizzes and various in-class writings are a measure of your attendance, participation, and comprehension of the course materials. They cannot be made up for any reason. Any absences for reasons of sports participation should be brought to the attention of the instructor at the beginning of semester, and these students should inform the instructor of any further excusable absences as soon as the student is aware of them. When you are absent, it is your responsibility to find out what you’ve missed and come to the next class prepared.

Punctuality: Arriving late and leaving early are distracting. Please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting. If you are unavoidably late for class, please come into the room quietly and choose a seat closest to the entrance.

Blackboard: I use Blackboard for four things: posting course materials, posting grades, making announcements to the class, and collecting the electronic copies of your take-home essays. To use Blackboard, you must be enrolled in this course and have a user ID. Except for your take-home essays, please do NOT email me via Blackboard. In general, for any course related question, please email to min.song@tamucc.edu.

Electronic Devices: Class time should be used to engage with the material that is being presented and discussed. Please turn off all cell phones/pagers prior to class. Please do not bring ipods to class. Please disable the wireless connection if you use a laptop to take notes.

Disruptive Behavior will have a negative impact on your participation grade and may result in disciplinary action. You may be asked to leave the classroom for talking during the lecture, abusive language, looking at my space/facebook, texting, etc. The environment of the classroom demands that we conduct ourselves like adults and with respect for each other. Please always conduct yourself with respect and civility toward others. Please refer to the TAMU-CC Student Code of Conduct for a more complete treatment of your rights and responsibilities while in class. Be absolutely clear: I will hold you responsible should your behavior negatively affect others in class. If this happens repeatedly, you will be removed from the class (even if it is the last week of the term).

Academic Dishonesty: The penalty for academic dishonesty is clearly specified in the current Undergraduate Bulletin. I will follow these guidelines. In addition, students will be awarded zero points for any assignment in which cheating is detected. Plagiarism is considered by me and the University to be cheating. This is your first and only warning not to cheat in this class.
**Grade Appeal Process:** Please wait at least 24 hours after receiving your graded work before meeting with the instructor to discuss graded materials. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.htm](http://www.tamucc.edu/provost/university_rules/index.htm). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Hurricane policy:** In the event of a hurricane, I follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, of course, we push to the next class period. If an exam date is cancelled, the exam is held at the next class meeting.
Course Schedule: The course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.

Week One 08/25 (TR): Introduction

Part I: Moving Into Modern Times--
What challenges did the American people face to define their freedom in a modern world?

Week Two 08/30&9/1: Reconstruction
Readings:
Handout-Eric Foner, “The Meaning of Freedom In the Age of Emancipation” (excerpt)
Created Equal, Chapter 15 (excluding “The Republican vision and Its limits”)

Week Three 09/6 & 9/8: The Gilded Age
Readings: Created Equal, Chapter 15 (only “The Republican vision and Its limits”),
Chapter 16,
and Chapter 17 (excluding “Crosscurrents of Reform”)
Film: Charles Chaplin, Modern Times (first 15 minutes)
Film: Emmer Goldman (Homestead Strike)

Week Four 09/13 & 9/15: The Imperial Moment
Readings: Created Equal, Chapter 18
Film: Crucible of Empire (“One Man and All Our Institutions”)

Week Five 09/20 (Tuesday) Exam I

Part II: Building a More Perfect Union--
How did the United States respond to the challenges of a modern society?

Week Five 9/22 (Thursday): Progressivism
Readings: Created Equal, Chapter 17 (Only “Crosscurrents of Reform”),
and Chapter 19
Film: Chicago: City of the Century (Hull House)
* You should begin to read Moody’s Coming of Age in Mississippi

Week Six 09/27 & 9/29: Progressivism continued and WWI
Readings: Created Equal, Chapter 20

Week Seven 10/4 &10/6: The Twenties
Readings: Created Equal, Chapter 21
Film: Inherit the Wind

Week Eight 10/11 & 10/13: The Great Depression and the New Deal
Readings: *Created Equal*, Chapter 22

Take-home essay 1 (on Part 1&2 of Moody’s book) Due on 10/13!

**Week Nine 10/18 & 10/20: WWII**
Readings: *Created Equal*, Chapter 23
Film: *Letters from Iwo Jima* (The Invasion)
*Hiroshima* (The Bombing and its aftermath)

**Week Ten 10/25 (Tuesday): Exam 2**

**Part III: “For the Soul of Mankind”**
*How did the United States exercise its power in the global age?*

**Week Ten 10/27 (Thursday): From the WWII to the Cold War**
Readings: *Created Equal*, Chapter 24

**Week Eleven 11/01 & 11/03 (Thursday): Cold War America: Rockets and Washing Machines**
Readings: *Created Equal*, Chapter 24 and Chapter 25
Film: Dr. Strangelove

**Week Twelve 11/08 &11/10: Cold War America: Race and Gender**
Thomas Borstelmann, *The Cold War and the Color Line* (only prologue)
*Created Equal*, pp. 581-585, 605-611
Continue reading Moody’s *Coming of Age in Mississippi*

**Week Thirteen 11/15 & 11/17: Cold War Interventionism: Vietnam**
Readings: *Created Equal*, Chapter 26 and Chapter 27

**Week Fourteen 11/22 (Tuesday): Take-home essay 2 Due** (on Part 3 and 4 of Moody’s book)

11/24 Happy Thanksgiving!

**Week Fifteen: 11/29 (Tuesday): Class cancelled: FY Celebration Day**

12/1 (Thursday): The Counterculture
Film: *Breaking the Boundaries and Testing the Limits*

**Week Sixteen: 12/6: Exam 3**